

Teachers  
+ Librarians

**A Powerful Partnership**

Come to the Library where  
*Information is SOL Power*

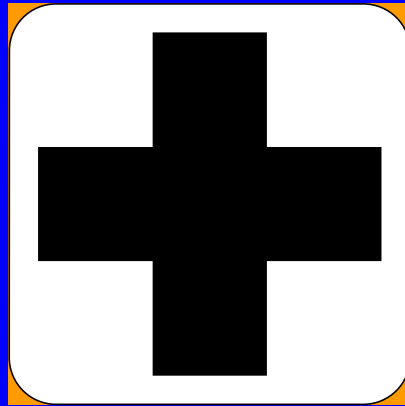


The part of my education that has had the deepest influence wasn't any particular essay or even a specific class, it was how I was able to apply everything I learned in the library to certain situations in my life.

Gloria Estefan

# Why collaborate?

TEACHERS



LIBRARIANS

SOL POWER

Collaboration puts the student first and leads to more independent learners.



# Powerful Partnerships

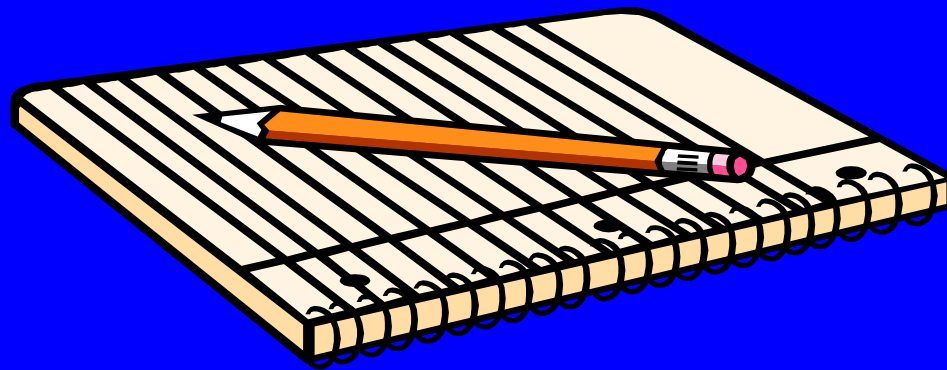
Collaboration combines experts on students and subject matter with experts in resources and information strategies.

Collaboration bring together skill lessons in a meaningful context, provides greater access to resources and fosters situations that more effectively help students to develop the skills they need.

Intervention with students is more immediate when there are two professionals working together.



Collaboration helps to develop good process skills as the lesson unfolds rather than correcting the skills while assessing the end result.





Much of the instruction being done in the classroom is directly related to the state mandated SOL. The library supports and reinforces those skills which bring about higher test scores.

Librarians and teachers need to design lessons that match subject-area learner outcomes and content standards. This creates a powerful instructional tool.



We are asking traditionally independent workers to change their teaching and working styles.

The level of collaboration is  
determined by the leadership of  
the principal.

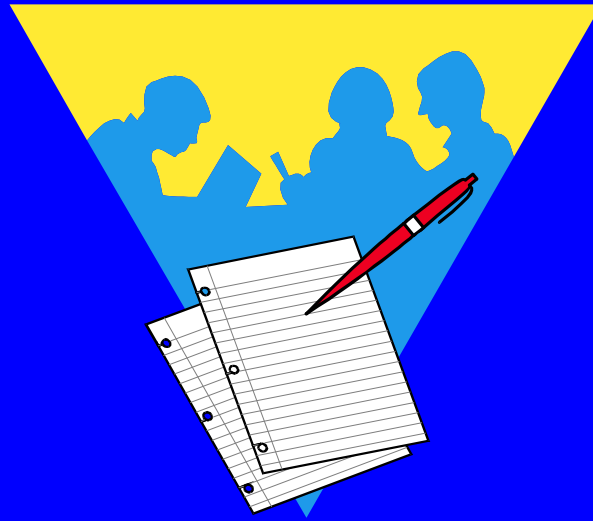


Strong administrative efforts and staff ownership are needed to reach collaboration's full potential.



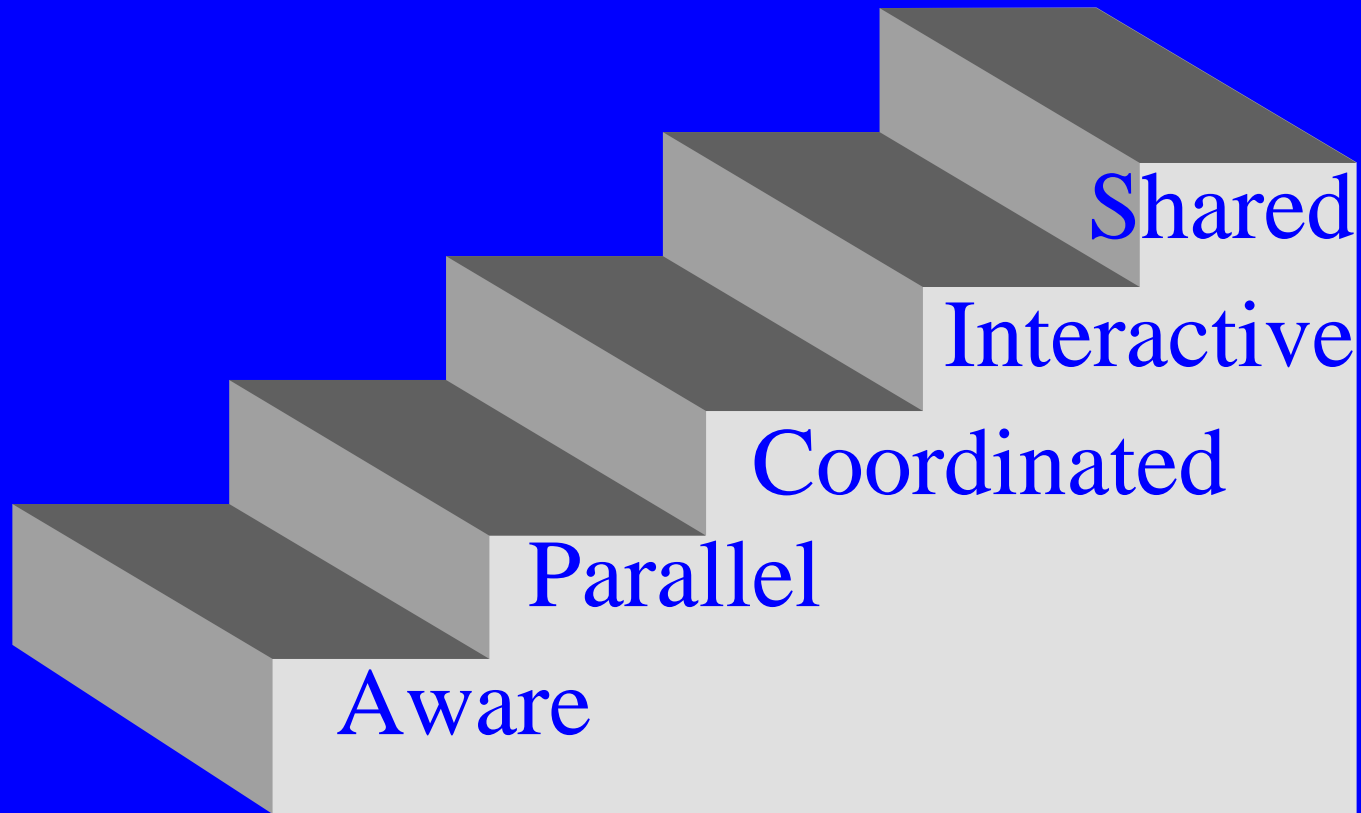
# Collaboration takes many forms

- collection development
- lesson planning activities
- curricular committees



Levels of involvement will vary  
from in-depth planning to  
complete joint planning.

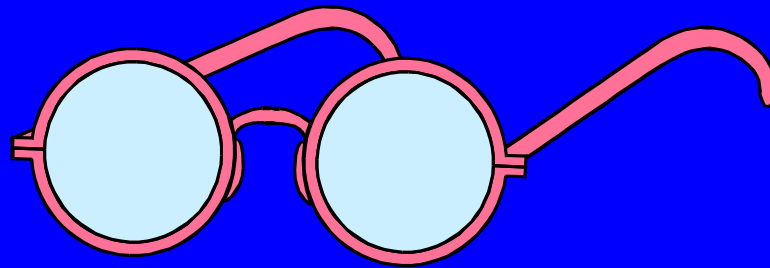
# Levels of Collaboration





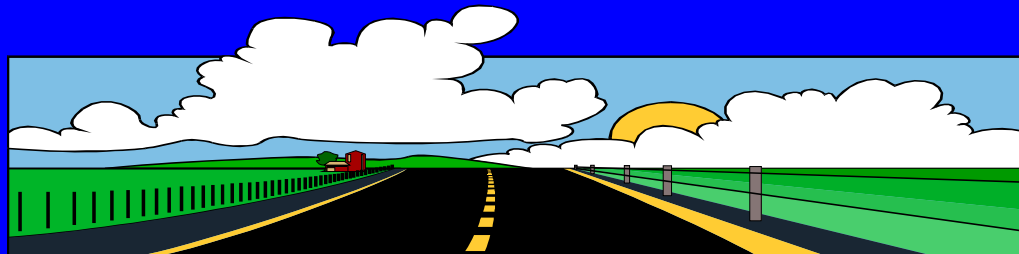
# Aware

- Teachers and librarians are aware of each other's activities.



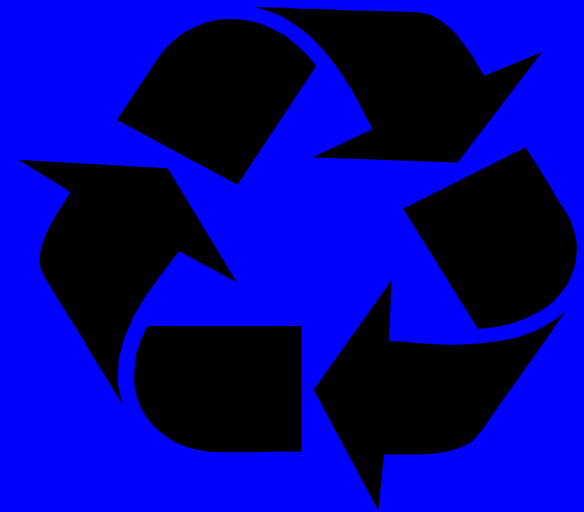
# Parallel

- Teachers begin the lesson in the classroom
- Librarians continue the lesson/support in the library



# Interactive

- Cooperation between teachers/librarian.
- Equal responsibility for planning and delivery of instruction.



# Coordinated

- Division of labor and responsibilities for instructional activities for the classroom, library or both.





## Shared

- Share full responsibility for their own learning and for the learning of students by creating a professional learning community.

The process begins with  
communication and planning

Talking

Sharing

Mutual Respect



# Communication between Librarian and Teachers

- Problem solving
- Productive criticism
- Understanding expectations and needs of both parties
- Establishment of common goals

Compromise is the best way to  
establish working relationships





# Library Crystal Ball

- Shifting collection—less print.
- Access to more current information.
- Greater search capability.
- Greater communication opportunities.



# Library Crystal Ball



- More overload, more junk, more confusion for library users.
- Need to create resources to guide users.
- Need for a human connection.

# Instructional Crystal Ball

- Integration of information skills into content areas.
- Maximum student exposure to non print sources.
- Changing assessment measures (electronic portfolios and rubrics).



# Instructional Crystal Ball

- Collaboration on projects.
- Guidance replaces lectures.
- Students are responsible for more of their learning.



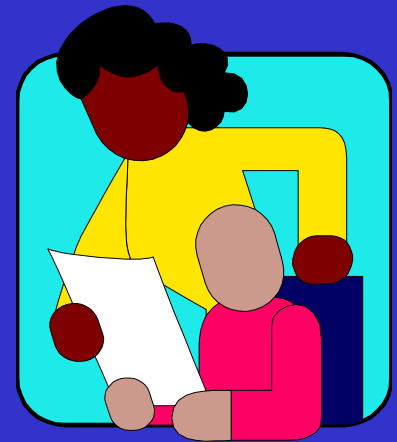
# Beyond the Term Paper

- Business people do not pass term papers around the boardroom.
- Multimedia products simulate presentations used in business.



# Beyond the Term Paper

- Students must now produce multimedia presentations using interactive graphics, audio, and video.
- Librarians can facilitate the use of presentation technology.



# The questions must change!

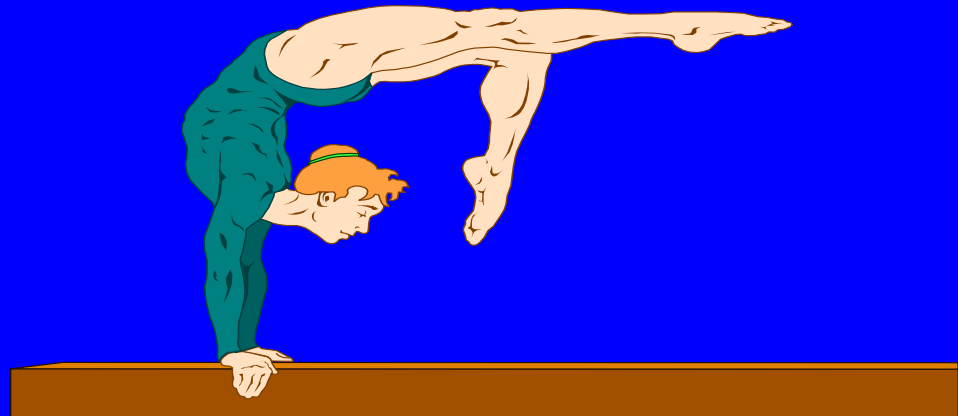
No more: “Write a report about a president.”

*Instead:* “Which twentieth century president had the greatest impact on civil rights? Defend your choice.”

- Students must be able to:
  - analyze, create, design, compare, evaluate!
- Fewer worksheets and more original thought

# Need for Flexibility and Transferable Skills

- By the time our students graduate, the technology will look completely different.
- Students need to be able to apply broad concepts to evolving hardware and software environments.





# According to Research:

- “The size of a library media center’s staff and collection is the best school predictor of academic achievement.



“The instructional role of the library media specialist shapes the collection and, in turn, academic achievement.”

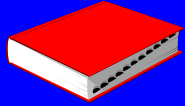
Keith Curry Lance, Lynda Welborn, and Christine Hamilton-Pennell,

*The Impact of School Library Media Centers  
on Academic Achievement*

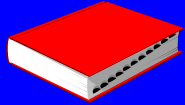
Not surprisingly, one good way to start designing an Essential school is to plan a library and let its shadow shape the rest.

TheodoreSizer

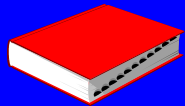
# Libraries have changed



- Libraries must be on the cutting edge of information technology.



- Students and faculty need to develop valuable information-literacy skills.

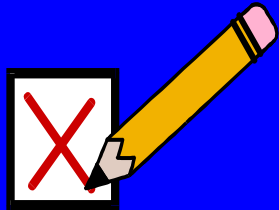


- Librarians will become organizers of information space,
  - guides on the information highway, and
  - collaborators with faculty as agents of instructional change.

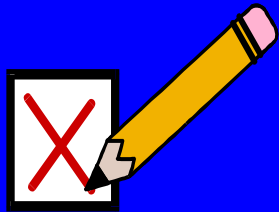
# Changing Professional Demands

- Adequate staffing is essential!
- No time for clerical duties.
- Librarian should be on curriculum-writing teams and textbook committees.
- Flexible scheduling is a valid option.

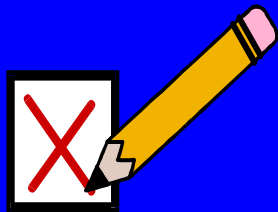
# What the Library Media Specialist can do for you



- Suggest instructional materials to help you teach.

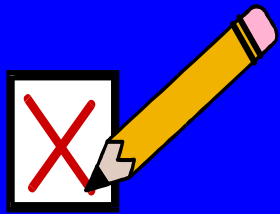


- Help you select materials that fit the needs of your students.

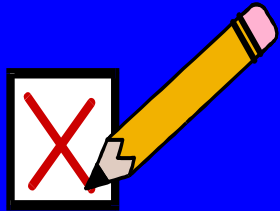


- Help you produce your own instructional materials.

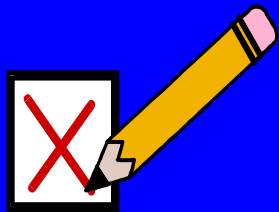
# What the Library Media Specialist can do for you



- Work with you to teach students to locate, utilize, analyze and produce information.

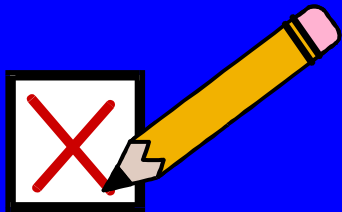


- Keep you informed about new trends.

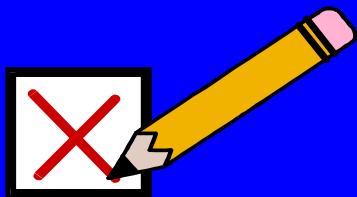


- Locate information outside of the school.

# What the Library Media Specialist can do for you



- Provide media equipment and instruction for use.



- Promote and support the instructional program.



# Together we can:



- Share an understanding of teaching methods and wide range of strategies.
- Provide positive, successful learning experiences for all students.

# Where do we go from here?

- Together decide a time to meet to begin planning for collaboration.
- Evaluate the available resources.
- Determine the outcome.
- Develop a plan of action for your division.



It takes time to build the  
partnership-- it does not happen  
overnight

